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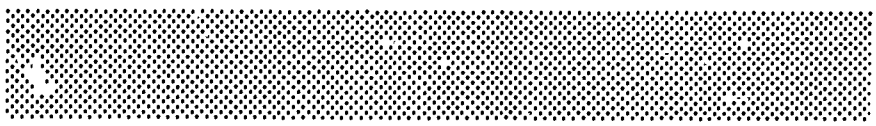
ABSTRACT

This manual identifies the minimum competencies in reading, writing, and mathematics expected of students in grades 3, 5, 8, and 11 who are not impaired by a mental or physical handicap. One hundred twenty-one standards and 358 corresponding basic skills are listed in chart form, and 30 of the basic skills are set aside as functional communications and mathematics standards. The broader standards statements are intended to communicate with the general public, while the more specific skills statements are directed to teachers and curriculum specialists. The standards were developed and reviewed according to the following criteria: (1) the grade 11 basic skills and the functional communications and mathematics standards represent the minimum expectations for graduation from high school; and (2) the standards and skills at grades 3, 5, and 8 represent the minimum expectations if the student is to progress to the desired higher level. (ARH)

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS

1985-86, 1986-87, 1987-88, 1988-89, 1989-90



Beginning Grades 3, 5, 8 and 11 Reading, Writing, & Mathematics

ADDITIONAL COPIES of the Minimum Student Performance Standards can be obtained by contacting the Performance Standards Section, Florida Department of Education, Tallahassee, Florida 32301.

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Beginning Grades 3, 5, 8 and 11
Reading, Writing, & Mathematics

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INTRODUCTION

Establishment of statewide minimum student performance standards is required by The Educational Accountability Act of 1976, Sections 229.565 and 229.57, Florida Statutes. These standards identify the minimum competencies in reading, writing, and mathematics expected of students not impaired by a mental or physical handicap. The basic skills specifiy those aspects of the competencies that students should acquire by the beginning of grades 3, 5, 8, and 11. These skills are also the basis for the Florida statewide assessment program. Information obtained through this program will be used to evaluate the effectiveness of instructional programs in helping students attain the minimum competencies.

The statewide minimum standards are established to meet the requirements of the educational accountability efforts and to identify those minimal competencies all Floridians should acquire to perform the reading, writing, and mathematics tasks required for everyday living. However, these minimum standards do not necessarily reflect higher educational competencies that individual school districts may expect of their students.

The statewide minimum performance standards were developed and reviewed according to the following criteria:

1. The grade eleven basic skills and the functional communications and mathematics standards represent the minimum expectations for graduation from high school.

2. For standards and skills at grades 3, 5, and 8, achievement is essential if the student is to progress to the desired higher level.

PREPARATION OF THE STATEWIDE "MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS"

The Minimum Student Performance Standards for Florida Schools, as adopted in April 1977, are based upon minimal objectives which were developed cooperatively by the Florida Department of Education, state universities and local school districts. An extensive review of these standards began in November 1977, and continued until February 1979. The revisions to the standards prompted by this review are reflected in this document.

More than two thousand basic skills teachers (reading, writing, mathematics) from nearly two hundred elementary, junior high, middle, and senior high schools in Florida were involved in the review of the 1977 standards. Also, representatives of the Florida State Reading Council, the Florida Council of Language Arts Supervisors, the Florida Council of Teachers of English, and the Florida Council of Teachers of Mathematics provided extensive input regarding changes to the standards. The input from these groups was used to prepare the first draft of revised standards that was used in a field review in the sixty-seven Florida school districts and with selected groups of teachers, principals and lay citizens. Careful consideration was given to all suggestions for revisions. Additionally, the Florida Department of Education consultants for reading, writing, and mathematics provided invaluable leadership and guidance throughout this revision process.

The revised minimum standards were presented to and approved by the Department of Education Performance Standards Task Force on February 9, 1979. After acceptance and approval by the Division of Public Schools Planning Council, the Director of the Division of Public Schools, and the Commissioner of Education, the revised standards were presented to the State Board of Education and approved for the 1985-86, 1986-87, 1987-88, 1988-89 and 1989-90 school years.

ORGANIZATION OF THE STATEWIDE MINIMUM STUDENT PERFORMANCE STANDARDS

The statewide minimum student performance standards address basic skills in reading, writing, and mathematics. The standards statements, themselves, are intended to communicate with the general public; skills statements are directed to teachers and curriculum specialists.

The following table summarizes the number of applicable standards and basic skills for each grade level:

Skill Areas \ Grade Levels	3RD		5TH		8TH		11TH	
	Standards	Skills	Standards	Skills	Standards	Skills	Standards	Skills
READING	4	10	6	24	6	27	6	19
WRITING	10	17	10	28	10	40	10	43
MATHEMATICS	11	25	13	33	20	51	15	41
TOTALS	25	52	29	85	36	118	31	103

Skills statements are shown at the grade level mastery is first expected. Mastery of a skill is expected to be maintained at each succeeding progression level with more difficult materials appropriate for that level.

Questions about the minimum student performance standards may be directed to the Performance Standards Section, Department of Education, Knott Building, Tallahassee, Florida 32301.

TIMELINE FOR THE IMPLEMENTATION OF THE NEWLY ADOPTED MINIMUM STANDARDS

The standards and skills contained in this document were adopted in May 1979, by the Florida State Board of Education for a five-year period beginning with the 1985-86 school year. The early adoption of these standards was required to allow sufficient time for the development of test specifications and test items to measure the new standards. Eleventh graders who fail one or more of the standards on SSAT, Part I will be held responsible for demonstrating mastery of the same set of standards prior to their graduation. The same is true of those eleventh-grade students who fail one or both of the standards on SSAT, Part II. The test(s) they retake will be based on the same skills that were used the first time they were tested.

MASTERY OF MINIMUM STUDENT PERFORMANCE STANDARDS

Student attainment of a given competency identified by a standard will be determined through the statewide assessment program. Mastery of each standard will be determined from testing conducted at the beginning of grades 3, 5, 8 and 11, and will be demonstrated when students meet the scoring criteria contained in Section 6A-1.942, State Board of Education Rules (SBER).

MASTERY OF FUNCTIONAL COMMUNICATIONS AND FUNCTIONAL MATHEMATICS STANDARDS

The Functional Communications and Functional Mathematics Standards are designed to measure the student's ability to successfully apply basic skills in reading, writing and mathematics to everyday life situations. Each of these two standards will be measured by the skills identified in this document. Mastery of these standards will be demonstrated when students meet the scoring criteria contained in Section 6A-1.942, SBER.

READING

READING

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)			
#A -THE STUDENT WILL DEMONSTRATE KNOWLEDGE OF A BASIC VOCABULARY AS DETERMINED BY A SPECIFIED WORD LIST.	1. Identify frequently used words by sight.	3	5	8	11
	2. Identify the meanings of frequently used words presented in context.	3	5	8	11
#B -THE STUDENT WILL DETERMINE WORD MEANING FROM A KNOWLEDGE OF WORD PARTS AS USED IN A GIVEN CONTEXT.	3. Identify the meanings of regular plural nouns.	3	5		
	4. Identify the meanings of verbs denoting the past, present, or future.		5	8	
	5. Identify the meanings of:		5	8	
	a. comparative and superlative forms of adjectives; and				
	b. comparative forms of adverbs.				
	6. Identify the meanings of nouns inflected to denote possession.		5	8	
	7. Identify the meanings of compound words.	3	5		
	8. Identify the meanings of words with:		5	8	11
	a. prefixes using only base words that can stand alone; and				
	b. suffixes using only base words that can stand alone.				
	9. Identify the meanings of contractions.	3	5	8	
	10. Identify the meanings of abbreviations.		5	8	

READING

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)			
#C -THE STUDENT WILL DEMONSTRATE LITERAL COMPREHENSION SKILLS.	11. Determine the meaning of a sentence which contains negative words.	3	5	8	
	12. Determine the main idea stated in a paragraph.	3	5	8	11
	13. Answer:	3	5	8	11
	a. "who" questions about sentences or paragraphs;				
	b. "what" questions about sentences or paragraphs;				
	c. "where" questions about sentences or paragraphs;				
	d. "when" questions about sentences or paragraphs;				
	e. "which" questions about sentences or paragraphs; and				
	f. "how" questions about sentences or paragraphs.				
	14. Identify the order of events in a paragraph.		5	8	11
	15. Identify the cause or effect stated in a paragraph.		5	8	11
	16. Follow written directions.	3	5	8	11

READING

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)			
#D -THE STUDENT WILL DEMONSTRATE INFERENTIAL COMPREHENSION SKILLS.	17. Identify the meanings of words in context using:			8	11
	a. example clues;				
	b. direct explanation clues;				
	c. synonym clues; or				
	d. comparison and contrast clues.				
	18. Identify the pronoun referent in a sentence or paragraph.		5	8	11
	19. Identify the main idea implied in a paragraph.			8	11
	20. Identify the cause or effect implied in a paragraph.			8	11
	21. Identify an appropriate conclusion or generalization for a paragraph.			8	11
#E -THE STUDENT WILL DEMONSTRATE EVALUATIVE COMPREHENSION SKILLS.	22. Distinguish between real and unreal actions or events in a paragraph.	3	5	8	
	23. Distinguish between facts and opinions in a paragraph.		5	8	11

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)		
#F - THE STUDENT WILL DEMONSTRATE THE APPROPRIATE SKILLS FOR OBTAINING INFORMATION.	24. Identify sets of words that are in alphabetical order.		5	8	
	25. Obtain appropriate information from pictures, maps, or signs.		5	8	11
	26. Obtain appropriate information from diagrams, tables, graphs, or schedules.		5	8	11
	27. Obtain appropriate information from indexes, tables of contents, or dictionary entries.		5	8	11
	28. Obtain appropriate information from commonly used forms.			8	11
	29. Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories and newspapers.		5	8	11

WRITING

WRITING

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)			
#A - THE STUDENT WILL COMPOSE GRAMMATICALLY CORRECT SENTENCES.	1. Dictate grammatically correct sentences.	3			
	2. Write the plural form of nouns by adding "s" or "es" to the base word.		5		
	3. Complete sentences with the appropriate singular and/or plural forms of nouns.		5	8	
	4. Complete sentences with the appropriate forms of regular verbs.		5		
	5. Write simple declarative sentences using appropriate English word order.		5		
	6. Write simple interrogative sentences using appropriate English word order.		5		
	7. Write the plural forms of nouns correctly.			8	11
	8. Use the appropriate forms of common regular verbs in writing.			8	
	9. Write declarative sentences having compound subjects and/or verbs.			8	11
	10. Make subjects and verbs agree.			8	11
	11. Use the appropriate forms of common irregular verbs in writing.			8	11
	12. Write compound declarative sentences using appropriate English word order.			8	11

WRITING

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)			
#B -THE STUDENT WILL ORGANIZE OBJECTS AND INFORMATION INTO LOGICAL GROUPINGS AND ORDERS.	13. Classify pictures and shapes under appropriate headings.	3			
	14. Arrange a group of four pictures in an appropriate sequential pattern.	3			
	15. Classify words naming objects with similar characteristics under appropriate headings.		5		
	16. Arrange events in sequential order.		5	8	
	17. Group words that name objects which are similar.			8	
	18. Generate headings for groups of words or phrases.			8	11
	19. Write a set of simple directions.			8	11
	20. Organize information related to a single topic			8	11
#C -THE STUDENT WILL WRITE A PARAGRAPH EXPRESSING IDEAS CLEARLY.	21. Dictate a logical sequence of events based on pictorial representations.	3			
	22. Arrange four sentences into a meaningful paragraph.		5		
	23. Write at least two related sentences which expand a specified topic sentence.		5		
	24. Write at least three sentences related to one topic.			8	

WRITING

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)			
#C -(continued) THE STUDENT WILL WRITE A PARAGRAPH EXPRESSING IDEAS CLEARLY.	25. Write a paragraph by giving information in support of one topic.				11
	26. Write a paragraph using chronological order.				11
#D -THE STUDENT WILL WRITE FOR THE PURPOSE OF SUPPLYING NECESSARY INFORMATION.	27. Copy an invitation, notice or announcement.	3			
	28. List information (who, what, when, and where) of a given message.		5		
	29. Include the following necessary information from a telephone message: the caller's name, telephone number, and the main idea of the message.			8	
	30. List the items or steps necessary for performing a specified process.			8	
	31. Include in any written message, invitation, or announcement, necessary information such as who, what, when, where and how.			8	
	32. Include the necessary information when writing messages to make a request, to supply information, or to note an assignment.				11
	33. Include the necessary information when writing brief statements describing the steps of a process or event.				11

WRITING

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)			
#E -THE STUDENT WILL WRITE LETTERS AND MESSAGES.	34. Dictate the contents of a friendly letter.	3			
	35. Copy a friendly letter.	3			
	36. Write a friendly letter.		5		
	37. Address an envelope.		5		
	38. Write a simple business letter when specific information is given.			8	
	39. Use a proper form when writing a simple business letter.			8	11
	40. Use a proper form when addressing a business envelope.			8	11
	41. Write a letter of request, adjustment, complaint, application, or opinion, which contains necessary and accurate information.				11
#F -THE STUDENT WILL FILL OUT COMMON FORMS.	42. Complete forms requesting name and age.	3			
	43. Complete forms requesting name, age, address, and telephone number.		5		
	44. Complete order blanks.			8	11
	45. Complete forms requesting address, telephone number, date and place of birth, and parents' or guardians' names.			8	

WRITING

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)			
#F - (continued) THE STUDENT WILL FILL OUT COMMON FORMS.	46. Complete forms such as: driver's license; employee's withholding form; voter registration; entrance to military service, school, or a training program; insurance; credit; employment; income tax (short form); and Social Security.				11
	47. Complete a money order or a check and its stub.				11
#G -THE STUDENT WILL SPELL CORRECTLY.	48. Spell words needed in writing through grade two.	3			
	49. Spell his/her own first and last name.	3			
	50. Write letters of the alphabet in sequence.	3			
	51. Spell words needed in writing through grade four.		5		
	52. Proofread for spelling.		5	8	11
	53. Spell his/her own complete address.		5		
	54. Use guide words to locate specified words in a dictionary.		5		
	55. Spell words needed in writing through grade seven.			8	
	56. Spell months of the year, days of the week, and numbers from one to one hundred twenty-one.			8	11
	57. Use a dictionary to spell words having phonetically regular beginnings.			8	11

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)			
#G - (continued) THE STUDENT WILL SPELL CORRECTLY.	58. Spell words needed in writing through grade ten				11
	59. Spell commonly used "consumer" words.				11
	60. Spell commonly used "survival" words				11
	61. Apply generalizations for adding common suffixes.				11
#H -THE STUDENT WILL PUNCTUATE CORRECTLY.	62. Use a period or question mark to punctuate simple declarative or interrogative sentences, respectively	3	5	8	11
	63. Use a period to complete abbreviations of common titles used as proper nouns (Mr , Mrs., Dr.).		5	8	11
	64. Use a comma between names of cities and states and between the day of the month and the year		5	8	11
	65. Use the comma after the greeting and after the closing of a friendly letter.		5	8	11
	66 Use an apostrophe to form contractions.		5	8	11
	67. Use the comma to separate words in a series.			8	11
	68. Use the comma to set off proper names in direct address.			8	11
	69. Use an apostrophe and "s" to show the possessive of singular and plural nouns which do not end in "s "				11

WRITING

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)			
#I - THE STUDENT WILL CAPITALIZE CORRECTLY.	70. Capitalize the first letter of the first word of a sentence, the pronoun "I," and the first letters in the names of persons.	3	5	8	11
	71. Capitalize a simple greeting and the first word of the closing of a letter.		5	8	11
	72. Capitalize common titles (Mr., Mrs., Dr., Miss), and proper nouns which name persons, days of week, months of the year, and names of streets, cities, states and countries.		5	8	11
	73. Capitalize commonly used abbreviations for proper nouns.			8	11
	74. Capitalize appropriate words in titles.			8	11
	75. Capitalize proper nouns and proper adjectives which name languages, institutions, companies, historical periods, a deity, important personal titles, and holidays.				11
#J - THE STUDENT WILL WRITE LEGIBLY.	76. Use legible manuscript handwriting.	3	5	8	11
	77. Group letters to form words.	3			
	78. Space words to form sentences	3			
	79. Write numerals 0-9 legibly.	3			

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)			
#J - (continued) THE STUDENT WILL WRITE LEGIBLY.	80. Use legible cursive handwriting.		5	8	11
	81. Space sentences to form a legible paragraph.		5	8	11

MATHEMATICS

MATHEMATICS

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)			
#A -THE STUDENT WILL READ AND WRITE NUMERALS.	1. Count the number of objects in a set of less than 100 objects.	3			
	2. Read and write the numeral for any given whole number less than 100.	3			
	3. Read and write word names for whole numbers less than 10.	3			
	4. Count the number of objects in a set of less than 1000 objects.		5		
	5. Read and write the numerals for any given whole number less than 10 000.		5		
	6. Read and write word names for whole numbers less than 20 and multiples of 10 through 100.		5		
	7. Read and write, in numerals, money values through five dollars.		5		
	8. Read and write the numerals representing any whole number less than ten million.			8	
	9. Read and write fractions having denominators of 2, 3, 4, 5, 6, 8, 10, 20, 25, 50, or 100.			8	
	10. Read and write a mixed decimal through hundredths, with a whole number component less than 100.			8	

MATHEMATICS

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)			
#A -(continued) THE STUDENT WILL READ AND WRITE NUMERALS.	11. Read and write money values through $1,000.			8	
	12. Read and write word names for 3-digit whole numbers.			8	
#B -THE STUDENT WILL ROUND NUMBERS.	13. Round a whole number less than 100 to the nearest ten.		5		
	14. Round a whole number less than 10,000 to any designated place.			8	
	15. Round a number less than 10 with no more than two decimal places to the nearest whole number.			8	
	16. Round a number less than 100 with no more than three decimal places to any designated place.				11
	17. Round a mixed number with a whole number component less than 100 to the nearest whole number.				11
#C -THE STUDENT WILL PUT NUMBERS IN ORDER.	18. Identify the smaller or larger of any two given whole numbers less than 20.	3			
	19. Write the numeral that comes just before, just after, or between given whole numbers less than 100.	3			
	20 Using a reference point, identify the ordinal position of any object in a set of no more than 10 objects.	3			

MATHEMATICS

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)			
#C - (continued) THE STUDENT WILL PUT NUMBERS IN ORDER.	21. Put in order three whole numbers less than 1,000.		5		
	22. Using a reference point, identify the ordinal position of any object in a set of less than 100 objects.		5		
	23. Put in order three whole numbers less than 10,000.			8	
	24. Put in order three whole numbers less than 10 million.				11
#D - THE STUDENT WILL DETERMINE EQUIVALENT FORMS OF FRACTIONS, DECIMALS, AND PERCENTS.	25. Identify one-half, one-third, or one-fourth of a given region.	3			
	26. Identify equivalent fractional parts of regions that have been separated into halves, fourths, fifths, eighths, or tenths.		5		
	27. Identify one-half, one-third, or one-fourth of a set having no more than 12 objects, with no remainder.		5		
	28. Identify a fraction that is equivalent to a given proper fraction having a denominator of 2, 3, 4, 5, 6, 8, 10, 20, 25, 50, or 100.			8	
	29. Identify an improper fraction that is equivalent to a mixed number less than ten with a fraction stated in halves, thirds, fourths, fifths, or tenths.			8	

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)			
#D -(continued) THE STUDENT WILL DETERMINE EQUIVALENT FORMS OF FRACTIONS, DECIMALS, AND PERCENTS.	30. State in decimal form the equivalent of a whole number percent less than 100%.			8	
	31. Identify a decimal or percent that is equivalent to a proper fraction having a denominator of 10 or 100.			8	
	32. Identify an improper fraction that is equivalent to a mixed number less than 100.				11
	33. Identify a mixed number less than 100 that is equivalent to an improper fraction.				11
	34. Identify a decimal or percent that is equivalent to a proper fraction having a denominator of 2, 3, 4, 5, 20, 25, 50, or 1,000.				11
#E -THE STUDENT WILL ADD WHOLE NUMBERS.	35. Add two 1-digit numbers (basic facts) given in vertical and horizontal notation.	3			
	36. Add three 1-digit numbers, sums through 18, given in vertical and horizontal notation.	3			
	37. Add a 2-digit number to a 2-digit number, without regrouping, given in vertical and horizontal notation.	3			
	38. Add a 1-digit number to a 2-digit number, without regrouping, given in vertical and horizontal notation.	3			

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)			
#E - (continued) THE STUDENT WILL ADD WHOLE NUMBERS	39. Add three or four 3-digit numbers, given in vertical and horizontal notation, without regrouping.		5		
	40. Add a 1, 2, or 3-digit number to a 3-digit number, given in vertical and horizontal notation, without regrouping		5		
	41. Add four 3-digit numbers, given in vertical and horizontal notation, with regrouping.		5		
	42. Add a 1, 2, or 3-digit number to a 3-digit number, given in vertical and horizontal notation, with regrouping.		5		
	43. Add three 4-digit numbers.			8	
#F - THE STUDENT WILL SUBTRACT WHOLE NUMBERS.	44. Subtract basic facts, sums through 18, given in vertical and horizontal notation.	3			
	45. Subtract a 1-digit number from a 2-digit number, without regrouping, given in vertical and horizontal notation.	3			
	46. Subtract two 2-digit numbers, without regrouping, given in vertical and horizontal notation.	3			
	47. Subtract two 2-digit numbers, given in vertical and horizontal notation, with regrouping.		5		

MATHEMATICS

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)			
#F - (continued) THE STUDENT WILL SUBTRACT WHOLE NUMBERS.	48. Subtract two 3-digit numbers, given in vertical and horizontal notation, with only one regrouping.		5		
	49. Subtract two 4-digit numbers given in vertical and horizontal notation, without regrouping.		5		
	50. Subtract two 4-digit numbers, given in vertical and horizontal notation, with only one regrouping.		5		
	51. Subtract two 5-digit numbers.			8	
#G - THE STUDENT WILL MULTIPLY WHOLE NUMBERS.	52. Determine the total number of objects when given sets of equal amounts, total not exceeding 12.	3			
	53. Write basic multiplication facts, given in vertical and horizontal notation, products through 81.		5		
	54. Multiply a 1-digit and a 2 or 3-digit number, given in vertical and horizontal notation.		5		
	55. Multiply a 2-digit number and a 3-digit number.			8	
	56. Multiply two 3-digit numbers.				11

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)			
#H -THE STUDENT WILL DIVIDE WHOLE NUMBERS.	57. Group twelve or fewer objects into sets of equal amounts (no remainders).	3			
	58. Write basic division facts, products through 81, using ⌐‾ or ÷ .		5		
	59. Divide a 2 or 3-digit number by a 1-digit number with remainder zero, without regrouping, using ⌐‾ or ÷ .		5		
	60. Divide a 5-digit number by a 1-digit number, with and without regrouping.			8	
	61. Divide a 3-digit number by a 2-digit number including multiples of 10.			8	
	62. Divide a 5-digit number by a 2-digit number.				11
#I - THE STUDENT WILL ADD, SUBTRACT, AND MULTIPLY FRACTIONS.	63. Add two proper fractions having like denominators, given in vertical and horizontal notation, without simplification.		5		
	64. Subtract two proper fractions having like denominators, given in vertical and horizontal notation, without simplification.		5		
	65. Add two proper fractions having unlike denominators of 2, 3, 4, 5, 6, 8, or 10.			8	
	66. Subtract two proper fractions having unlike denominators of 2, 3, 4, 5, 6, 8, or 10.			8	

MATHEMATICS

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)
#I - (Continued) THE STUDENT WILL ADD, SUBTRACT, AND MULTIPLY FRACTIONS.	67. Multiply two proper fractions.	8
	68. Multiply a proper fraction with denominator of 2, 3, 4, 5, 6, 8, or 10 by a whole number such that the product is a whole number.	8
	69. Add two mixed numbers less than 100, with denominators of 2, 3, 4, 5, 6, 8, or 10.	11
	70. Subtract a whole number and a mixed number with denominators of 2, 3, 4, 5, 6, 8, or 10.	11
	71. Subtract two mixed numbers with denominators of 2, 3, 4, 5, 6, 8, or 10.	11
	72. Multiply a whole number and a mixed number.	11
#J - THE STUDENT WILL ADD AND SUBTRACT DECIMALS.	73. Add three numbers, each having no more than two decimal places.	8
	74. Subtract two numbers, each having no more than two decimal places.	8
#K - THE STUDENT WILL MULTIPLY AND DIVIDE DECIMALS.	75. Multiply a whole number and a number having no more than two decimal places.	8
	76. Multiply two decimal fractions, both named in tenths or in hundredths.	8

MATHEMATICS

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)			
#K - (continued) THE STUDENT WILL MULTIPLY AND DIVIDE DECIMALS.	77. Divide a decimal named in tenths or hundredths by a 2-digit whole number, such that the quotient is a number named in hundredths with remainder zero.			8	
	78. Multiply two numbers, each having no more than two decimal places.				11
	79. Divide two numbers, each having no more than two decimal places.				11
#L - THE STUDENT WILL FIND PERCENTAGES.	80. Find the percentage when given a whole number and a whole number percent less than 100.				11
	81. Find the percentage when given a number with no more than two decimal places and a whole number percent less than 100.				11
#M - THE STUDENT WILL MEASURE TIME, TEMPERATURE, DISTANCE, CAPACITY, AND MASS/WEIGHT.	82. State orally the days of the week in consecutive order.	3			
	83. Select a clock that shows a stated time on the hour and half-hour.	3			
	84. Use a given unit of measurement (inch, centimeter, non-standard) to determine the length of an object in whole units.	3			
	85. State the months of the year in consecutive order.		5		

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)			
#M - (continued) THE STUDENT WILL MEASURE TIME, TEMPERATURE, DISTANCE, CAPACITY, AND MASS/WEIGHT.	86. State the date by month, day, and year using a calendar.		5		
	87. Tell time on the hour, half-hour, quarter hour, and in minutes.		5		
	88. Determine length, width, or height by measuring objects with centimeters, meters, inches, feet, or yards.		5		
	89. Determine capacity by measuring quantities in teaspoons, tablespoons, cups, pints, quarts, gallons, metric cups, or liters.			8	
	90. Determine mass/weight by measuring to the nearest gram, kilogram, ounce, or pound.			8	
	91. Determine the temperature using Fahrenheit and Celsius thermometers.			8	
	92. Determine length, width, or height by measuring objects to the nearest millimeter or 1/8 inch.				11
	93. Estimate the length, width, or height of an object in millimeters, centimeters, feet, or inches.				11
	94. Determine capacity by measuring quantities in milliliters.				11

MATHEMATICS

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)
#M - (continued) THE STUDENT WILL MEASURE TIME, TEMPERATURE, DISTANCE, CAPACITY, AND MASS/WEIGHT.	95. Estimate capacity in liters, cups, or quarts.	11
	96. Estimate mass/weight in grams, kilograms, ounces, or pounds.	11
	97. Identify the freezing and boiling points of water, normal body temperature, and comfortable air temperature in Celsius or Fahrenheit.	11
#N - THE STUDENT WILL IDENTIFY GEOMETRIC FIGURES AND SHAPES.	98. Identify a circle, square, rectangle, and triangle.	3
	99. Identify solids: cube, cylinder, cone, and sphere.	8
	100. Identify an angle.	8
#O - THE STUDENT WILL DETERMINE THE INFORMATION NEEDED TO SOLVE A PROBLEM.	101. In solving a real-world problem having one step, determine whether insufficient, sufficient, or extraneous information is given.	8
	102. In solving a real-world problem having two steps, determine whether insufficient, sufficient, or extraneous information is given.	11
#P - THE STUDENT WILL ESTIMATE SOLUTIONS BY ROUNDING.	103. Estimate, by first rounding each number to the nearest ten, hundred, or thousand, the solution to a real-world addition problem involving up to 4-digit numbers.	8

MATHEMATICS

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)			
#P -(continued) THE STUDENT WILL ESTIMATE SOLUTIONS BY ROUNDING.	104. Estimate, by first rounding each number to the nearest ten, hundred, or thousand, the solution to a real-world subtraction problem involving up to 4-digit numbers.			8	
	105. Estimate, by first rounding to designated places, the solution to a real-world addition or subtraction problem.				11
	106. Estimate, by first rounding each number to the nearest ten, the solution to a real-world multiplication problem involving two 2-digit numbers; and/or estimate, by first rounding each number to the nearest hundred, the solution to a real-world multiplication problem involving two 3-digit numbers.				11
	107. Estimate, by first rounding each number to the nearest ten, the solution to a real-world division problem involving a 2-digit whole number divisor and a 3-digit whole number dividend.				11
#Q -THE STUDENT WILL SOLVE REAL-WORLD PROBLEMS INVOLVING WHOLE NUMBERS.	108. Solve real-world problems involving addition of two 1-digit or two 2-digit numbers, without regrouping.	3			
	109. Solve real-world problems involving subtraction of two 1-digit or two 2-digit numbers, without regrouping.	3			

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)			
#Q - (continued) THE STUDENT WILL SOLVE REAL-WORLD PROBLEMS INVOLVING WHOLE NUMBERS.	110. Solve real-world problems involving addition of three 3-digit numbers, with no more than one regrouping.		5		
	111. Solve real-world problems involving subtraction of two 3-digit numbers, with no more than one regrouping.		5		
	112. Solve one step real-world problems involving multiplication of a 1-digit number and a 2 or 3-digit number.		5		
	113. Solve real-world problems involving addition or subtraction of 4-digit numbers.			8	
	114. Solve real-world problems involving multiplication of a 2-digit number and a 3-digit number.			8	
	115. Translate a one-step real-world problem into the appropriate number sentence.			8	
	116. Solve real-world problems involving averages of no more than ten numbers and no more than two distinct operations.				11

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)			
#Q - (continued) THE STUDENT WILL SOLVE REAL-WORLD PROBLEMS INVOLVING WHOLE NUMBERS.	117. Solve real-world problems involving one or two distinct whole number operations.				11
#R - THE STUDENT WILL SOLVE REAL-WORLD PROBLEMS INVOLVING FRACTIONS, DECIMALS, AND PERCENTS.	118. Solve real-world problems involving multiplication of a proper fraction and a proper fraction or whole number.			8	
	119. Solve real-world problems involving addition and subtraction of decimals.			8	
	120. Solve real-world problems involving addition or subtraction of proper fractions with unlike denominators of 2, 3, 4, 5, 6, 8, or 10.				11
	121. Solve real-world problems involving decimals or percents and one or two distinct operations.				11
#S - THE STUDENT WILL SOLVE MONEY PROBLEMS.	122. Identify a set of coins equivalent in value to a given set of coins with the value not to exceed 25¢.	3			
	123. Use addition, without regrouping, to solve real-world problems involving two purchases totaling no more than 50¢.	3			

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)			
#S - (continued) THE STUDENT WILL SOLVE MONEY PROBLEMS.	124. Use subtraction, without regrouping, to solve real-world problems involving no more than 50¢.	3			
	125. Determine equivalent amounts of up to five dollars using coins and paper currency.		5		
	126. Determine the change to be received from a one dollar bill after the purchase of three items.		5		
	127. Determine equivalent amounts of up to twenty dollars using coins and paper currency.			8	
	128. Solve real-world problems involving purchases with change from a twenty dollar bill.			8	
	129. Solve real-world problems involving comparison shopping for purchases less than ten dollars.			8	
	130. Determine equivalent amounts of up to one hundred dollars using coins and paper currency.				11
	131. Solve real-world problems involving comparison shopping.				11
	132. Solve real-world problems by finding simple interest.				11

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)			
#S - (continued) THE STUDENT WILL SOLVE MONEY PROBLEMS.	133. Solve real-world problems involving purchases and a rate of sales tax.				11
	134. Solve real-world problems involving purchases and a rate of discount given in fraction or percent notation.				11
#T - THE STUDENT WILL SOLVE MEASUREMENT PROBLEMS.	135. Determine the elapsed time between two events stated in days, months, or years without regrouping.			8	
	136. Determine the perimeter of triangles, squares, and rectangles with whole number dimensions.			8	
	137. Solve linear measurement problems with centimeters, meters, inches, feet, or yards, using addition or subtraction, with no conversion.			8	
	138. Solve capacity problems with liters, cups, pints, or quarts, using addition or subtraction, with no conversion.			8	
	139. Solve mass/weight problems with grams, kilograms, ounces, or pounds, using addition or subtraction, with no conversion.			8	

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)
#T - (continued) THE STUDENT WILL SOLVE MEASUREMENT PROBLEMS.	140. Determine the elapsed time between two events stated in seconds, minutes, hours, days, weeks, months, or years.	11
	141. Solve problems involving the perimeter or area of a rectangular region using metric or customary units.	11
	142 Solve problems related to length, width, or height, using metric or customary units up to kilometers or miles, conversion within the system.	11
	143. Solve problems involving capacity using units given in a table (milliliters, liters, teaspoons, tablespoons, cups, pints, quarts, gallons), conversion within the system.	11
	144. Solve problems involving mass/weight using units given in a table (milligrams, grams, kilograms, metric tons, ounces, pounds, tons), conversion within the system.	11
#U - THE STUDENT WILL INTERPRET GRAPHS, TABLES, AND MAPS.	145. Read and determine relationships described by pictographs or bar graphs expressed in whole units.	5

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)			
#U - (continued) THE STUDENT WILL INTERPRET GRAPHS, TABLES, AND MAPS.	146. Read and determine relationships described by bar graphs or pictographs.			8	
	147. Locate a point on a highway map.			8	
	148 Using a table of metric measures, convert within the metric system using the following units: mm, cm, m, km, mL, L, mg, g, and kg.			8	
	149. Read and determine relationships described by line graphs, circle graphs, or tables.				11
	150. Find the approximate distance between two given points on a highway map, using a scale.				11

FUNCTIONAL COMMUNICATIONS AND MATHEMATICS

COMMUNICATIONS STANDARD
(Measured by SSAT - Part II)
Communications Skills

READING

12. Determine the main idea stated in a paragraph.

13. Answer:

    a. "who" questions about sentences or paragraphs;

    b. "what" questions about sentences or paragraphs;

    c. "where" questions about sentences or paragraphs;

    d. "when" questions about sentences or paragraphs;

    e. "which" questions about sentences or paragraphs; and

    f. "how" questions about sentences or paragraphs.

15. Identify the cause or effect stated in a paragraph.

16. Follow written directions.

19. Identify the main idea implied in a paragraph.

21. Identify an appropriate conclusion or generalization for a paragraph.

23. Distinguish between facts and opinions in a paragraph.

25. Obtain appropriate information from pictures, maps, or signs.

26. Obtain appropriate information from diagrams, tables, graphs, or schedules.

27. Obtain appropriate information from indexes, tables of contents, or dictionary entries.

29. Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories, and newspapers.

WRITING

32. Include the necessary information when writing messages to make a request, to supply information, or to note an assignment.

41. Write a letter of request, adjustment, complaint, application, or opinion, which contains necessary and accurate information.

46. Complete forms such as: driver's license; employee's withholding form; voter registration; entrance to military service, school, or a training program; insurance; credit; employment; income tax (short form); and Social Security.

47. Complete a money order or a check and its stub.

MATHEMATICS STANDARD
(Measured by SSAT - Part II)
Mathematics Skills

116. Solve real-world problems involving averages of no more than ten numbers and no more than two distinct operations.

117. Solve real-world problems involving one or two distinct whole number operations.

120. Solve real-world problems involving addition or subtraction of proper fractions with unlike denominators of 2, 3, 4, 5, 6, 8, or 10.

121. Solve real-world problems involving decimals or percents and one or two distinct operations.

130. Determine equivalent amounts of up to one hundred dollars using coins and paper currency.

131. Solve real-world problems involving comparison shopping.

132. Solve real-world problems by finding simple interest.

133. Solve real-world problems involving purchases and a rate of sales tax.

134. Solve real-world problems involving purchases and a rate of discount given in fraction or percent notation.

140. Determine the elapsed time between two events stated in seconds, minutes, hours, days, weeks, months, or years.

141. Solve problems involving the perimeter or area of a rectangular region using metric or customary units.

142. Solve problems related to length, width, or height, using metric or customary units up to kilometers or miles, conversion within the system.

143. Solve problems involving capacity using units given in a table (milliliters, liters, teaspoons, tablespoons, cups, pints, quarts, gallons), conversion within the system.

144. Solve problems involving mass/weight using units given in a table (milligrams, grams, kilograms, metric tons, ounces, pounds, tons), conversion within the system.

149. Read and determine relationships described by line graphs, circle graphs, or tables.

State of Florida
Department of Education
Tallahassee, Florida
Ralph D. Turlington, Commissioner
Affirmative action/equal
opportunity employer

This public document was promulgated at an annual cost of $9,958.13 or $0.50 per copy to provide to all elementary, secondary, adult, and exceptional student education schools the minimum skills required of all students at grades 3, 5, 8, and 11 as mandated by Florida Statute 229.57(2)(a).

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